DOCUMENT RESUME

ED 224 578 PS 013 246

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TITLE Providing for Children's Needs and Rights: An Annotated Bibliography.
PUB DATE Dec 82
NOTE 43p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Advocacy; Annotated Bibliographies; Child Development; *Childhood Needs; *Child Welfare; Early Childhood Education; Family Role; Government Role; History; Laws; Parent Education; *Public Policy; *Social Services
IDENTIFIERS *Childrens Rights; Conceptual Frameworks

ABSTRACT

Listed and annotated are 106 references focusing on social policy in relationship to services for children. All citations date from 1971 to 1982 and have been organized into eight categories: conceptual issues, developmental issues, historical context, legal issues, policy issues, political advocacy, role of government, and role of the family. The references primarily address children's needs, children's rights, and social policy from a generic viewpoint. Generally, references concerning specific services to children have not been included, while articles relating specific services to the eight categories listed above have been incorporated. In the main, then, references reflect issues related to the development of a conceptual framework for meeting children's needs and addressing their rights. (Author/RH)

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Providing for Children's Needs and Rights An Annotated Bibliography

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December, 1982

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Listed and annotated below are 106 references which discuss services for children in relation to social policy. All citations date from 1971 to the present and have been organized into eight categories: Conceptual Issues, Developmental Issues, Historical Context, Legal Issues, Policy Issues, Political Advocacy, Role of Government and Role of the Family. These references primarily address children's needs, their rights and social policy from a generic viewpoint. Generally, specific services to children and their families such as special education, health care, etc. have not been examined. However, when articles dealing with specific services have also dealt with any of the eight categories listed above, they have been included. These references reflect issues related to the development of a conceptual framework for meeting children's needs and addressing their rights.

CONCEPTUAL ISSUES. THE REFERENCES LISTED IN THIS CATEGORY DESCRIBE, DISCUSS AND DEBATE THE CONCERNS AND CONCEPTS THAT FORM THE FRAMEWORK FOR CONCEPTUALIZING CHILDREN'S NEEDS AND RIGHTS.

Baumrind, D. Reciprocal Rights and Responsibilities in Parent-Child Relations. Journal of Social Issues, 1978, 34, 179-196.

Baumrind examines the position taken by child liberators re: children's rights and contends that the dependent status of children makes emancipation impossible. Her major argument contends that parent-child relationships are not reciprocal because of children's dependent status.

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Bridgeman, W.M., & Duane, E.A. (Eds.). Young Children and Social Policy, a special issue of The Annals of the American Academy of Political and Social Science, 1982, 461.

This special issue is divided into five sections: social policy and young children; public policy and the young child; health and health policies for young children; early childhood educational policies and practices; and current family phenomena. The first section contains articles which review the historical prededents for current issues; the second section examines state policies toward young children; early childhood educational policies focus on intervention programs and the last section examines policy issues as possibilities for family support systems.

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de Lone, R.H. for the Carnegie Council on Children. Small Futures: Children, Inequality and the Limits of Liberal Reform. New York: Harcourt, Brace and Jovanich, 1979.

de Lone presents the argument that inequality remains a major stumbling block to achievement of American dreams of equal opportunities and that attempts at reform are limited, in part, by the conflicts between a capitalistic economic system and American ideals. de Lone argues his case via an historical analysis of these issues. He concludes with arguments for major changes in social policy.

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Edelman, N.W. Who is for Children? American Psychologist, 1981, 36. 109-116.

Edelman argues that society needs to provide families a system of supports enabling them to more successfully fulfill their childrearing responsibilities. She counterattacks the myths currently used against the establishment of social policies for children and their families and offers specific recommendations towards the goal of a comprehensive social policy for children and their families.

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Education Commission of the States. The Role of the Family in Child Development: Implications for State and Programs. 15th report of the Education Commission of the States Early Childhood Project, Denver, Colorado, 1975.

This document supports the family rather than the child as the focus of services for children. Services are portrayed as part of a support structure that families put together to help them fulfill their child-rearing responsibilities. Based upon this perspective, implications for state policies for children and their families are discussed.

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Is Society Meeting the Needs of the Family? Forum, Spring/Summer, 1974. Published by J.C. Penny Company, Inc. Educational Relations Department, 1301 Avenue of the Americas, New York, New York, 10019. $2.50.

This publication documents participants' brainstorming during two days of meetings. The major issue of discussion is whether the family should be held responsible for adapting to society or whether society should attempt to adapt for families. The importance of corporations as a potential support system is emphasized.

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Kamerman, S.B., & Kahn, A.J. The day-care debate: a wider view. Public Interest, 1979, 54, 79-93.

Although discussion focuses on the issue of child care, the presentation has implications for all services which attempt to meet the needs of children. The authors argue that current debate over how children should be cared for when parents work outside the home ignores the social changes that have occurred during this century. Based upon their international research and analysis of children's services, Kamerman and Kahn contend that major social changes demand a different perspective.

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LaCrosse, R.E. State Trends and Priorities in Services for Children and their Families: A Report of a Telephone Survey. Denver, Colorado: Education Commission of the States, 1976. (ERIC Document Reproduction Service No. ED 130 796)

This report summarizes the author's telephone survey of 50 states, Puerto Rico and the Virgin Islands. The survey identifies the concerns

of the states regarding services for children and their families and identifies states' top 14 priorities.

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Lott, B.E. Who Wants the Children? American Psychologist, 1973, 28, 573-582.

Lott examines some of the relationships among attitudes toward children and parents and feminist ideas associated with the women's liberation movement. She relates the traditional concepts of women's roles and childrearing to issues of social responsibility. Her conclusions suggest that society may assume more responsibility for supporting families when childrearing transcends its current narrow conception as a relationship between women and children.

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Peters, D.L. Social Science and Social Policy and the Care of Young Children: Head Start and After. Journal of Applied Developmental Psychology, 1980, 1, 7-27.

Peters considers the relationship between social policy and social science research. He concludes that economic, social and political factors are the principal initiators of broad program efforts. Social science research functions to clarify societal needs and to refine social programs.

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The Rights of Children, Reprint Series No. 9. Cambridge, Massachusetts: Harvard Educational Review, 1974.

This collection of readings is organized under the headings of Conceptions of Children's Rights, Advocacy for Children, and Social Policy for Children. The issues discussed express concern for the child's viewpoint. The section on social policy considers issues such as foster care, correctional reform and child abuse.

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Schorr, A.L. Family Values and Public Policy: a venture in prediction and prescription. Journal of Social Policy, 1972, 1, 33-44.

This essay examines American family values and attempts to predict the ways in which they will affect and, in turn, be influenced by public policy. Schorr's examination pinpoints three American traditions: American goals as individualistic; dedication to private enterprise and government; and the nature of the political process in the United States. These traditions are examined as hinderances to the development of family policies.

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Solnit, A.J. Children, Parents and the State. American Journal of Orthopsychiatry, 1982, 52(3) 436-505.

Solnit distinguishes between the parents' roles as nuturer and

advocate for their children's best interests. He contends that parents' should be protected in their autonomy to perform these two functions.

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Vardin, P.A., & Brody, I.N. Children's Rights: A Contemporary Perspective. New York: Teachers College Press, 1979.

This book is a collection of ten papers, a result of a conference on Children's Rights and Child Advocacy held at Teachers College at Columbia University in 1977. The authors are from the field of law, government, psychology, education and philosophy. Each examines the issues of children's rights from their different perspectives.

DEVELOPMENTAL ISSUES. SOCIAL POLICIES FOR CHILDREN ARE OFTEN CREATED BASED UPON OUR PERCEPTIONS OF THE UNIQUE, DEVELOPMENTAL NEEDS OF YOUNG CHILDREN. THESE REFERENCES DISCUSS DEVELOPMENTAL CONCERNS AND THEIR POTENTIAL RELATIONSHIP TO SOCIAL POLICY DEVELOPMENT.

Brim, O.G., Jr. Macro - Structural Influences on Child Development and the Need for Childhood Social Indicators. American Journal of Orthopsychiatry, 1975, 45, 516-524.

Brim argues the necessity of examining economic, cultural, political and legal values in child development and to relate these issues to research and services in child care.

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Bronfenbrenner, U. Developmental Research: Public Policy and the Ecology of Childhood. Child Development, 1974, 45, 1-5.

Bronfenbrenner argues the need of developmental research to adopt an ecological framework if it is to have any meaningful relevancy for the development of public policy.

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Carew, J.V. The Care of Young Children: Some Problems with Research Assumptions, Methods and Findings. In J.H. Stevens, & M. Mathews (Eds.), Mother/Child-Father/Child Relationships. Washington, D.C.: National Association for the Education of Young Children, 1978.

Carew contends that understandings of child development must not assume that definitions of good caregiving in one context also define it in other contexts. Her perspective stresses the impact of multiple contexts on a child's development.

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Goldhaber, D. Does the Changing View of Early Experience Imply a Changing View of Early Development? In L.G. Katz (Ed.), Current Topics in Early Childhood Education (Vol. II). Norwood, New Jersey: Ablex Publishing Corporation, 1979.

Kagan, J. The Baby's Elastic Mind. Human Nature, 1978, 1, 66-73.

Kagan, J., Kearsley, R.B., & Zelazo, P.R. Infancy: Its Place In Human Development. Cambridge, Massachusetts: Harvard University Press, 1978.

Kagan, J. Family Experience and the Child's Development. American Psychologist, 1979, 34, 886-891.

These four articles question the concept of infancy as a critical period of development and the predictability of early experiences for later development. Since the acceptance of these concepts has been a basis for intervention programs and efforts to keep mothers at home with their young children, re-examination of this concept should have implications for social policy.

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Roberts, F. Child Growth and Development: A Basis for Policy. Education and Urban Society, 1980, 12, 147-161.

Roberts asks how much of our planning and thinking about children considers the direct interests and needs of children. The conflicts between children's issues and economic, social and political ends are discussed.

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Weiss, N.P. The Mother-Child Dyad Revisited: Perceptions of Mothers and Children in Twentieth Century Child-Rearing Manuals. Journal of Social Issues, 1978, 34: 29-45.

Weiss reviews the cultural notion of the exclusive linkage between mother and child and how the ideal of the dyad has affected social questions concerning women and children. Government policy is committed to the prevailing view of the mother-child dyad rather than focusing on the social forces affecting the child-rearing process.

HISTORICAL CONTEXT. THIS SECTION INCLUDES ARTICLES THAT EXAMINE CHANGES OVER TIME IN OUR UNDERSTANDING OF CHILDREN'S NEEDS. A MAJOR INSIGHT FROM THESE READINGS IS THE DISTINCTION BETWEEN OUR PAST EMPHASIS UPON CHILD PROTECTION AND OUR CURRENT ATTEMPTS TO UNRAVEL THE ISSUES SURROUNDING CHILDREN'S CIVIL RIGHTS.

Beck, R. White House Conferences on Children: An Historical Perspective. In The Rights of Children, Reprint Series #9. Cambridge, Massachusetts: Harvard Education Review, 1974.

Beck reviews White House Conferences on Children from 1909 to 1970. Through this review, she examines the changing conceptions of childhood and the relationship of these perspectives and conference recommendations to the social, economic and political issues at conference times.

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Bremner, R.H. Public Policy and Childhood in the United States. Theory Into Practice, 1976, 15, 70-76.

The author compares the content of the children's charter of 1930 to children's current status in the United States in order to historically

examine the public's attitudes toward policies for children.

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Dunlop, K.H. Child Care and Parent Education: Reformist Rationales for Government Intervention. Education and Urban Society, 1980, 12, 175-191.

Dunlop presents six on-going rationales that underlie the development of child care and parent education: response to social trends, enhancing child development, enhancing parental competence, providing support to families, supporting equal opportunity for women and community development. Each of these rationales is presented as facilitating the accomplishment of social goals through change and reform.

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Freidan, B. The Second Stage. New Jersey: Summit Books, 1981.

Freidan argues for the necessity of moving to a second stage of human values. The women's movement needs to transcend the masculine definition of success and achievement as women strive to combine careers and families. Although not directly related to the issues of children's needs and rights, Freidan's discussion argues for a re-examination of our traditional values. She presents the need for communities, businesses and governments to support parents in their efforts to rear their families in ways that do not negate their possibilities for professional growth.

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Howard, A.E. The American Family: Myth and Reality. Washington, D.C.: National Association for the Education of Young Children, 1980.

This publication is based upon a 1979 keynote address at the annual NAEYC conference. Howard describes the historical evolution of family forms and functions from the 16th and 17th centuries to the present. Of importance to the issues of children's needs and social policy is the relativity of family forms to social, economic and political contingencies.

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Lazerson, M. Social Reform and Early Childhood Education: Some Historical Perspectives. In R.H. Anderson, & A.G. Shane (Eds.), As The Twig is Bent. Boston: Houghton-Mifflin Company, 1971.

Lazerson discusses early childhood programs with an emphasis upon intervention programs. He contends that early childhood education has been developed as a means of social reform.

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Margolin, C.R. Salvation vs Liberation: The Movement for Children's Rights in an Historical Perspective. Social Problems, 1978, 25, 441-452.

Margolin examines the current movement for children's rights in the United States in terms of the history of child-saving and of the recent events in the human rights arena. He examines the conflicts inherent

in the salvation and liberation of children.

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Ross, C.J. Of Children and Liberty. An Historian's View. American Journal of Orthopsychiatry, 1982, 52, 470-480.

Ross presents an historical review of the evolution of society's responses to children's needs for protection and for civil and political liberties.

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Steiner, G. The Children's Cause. Washington, D.C.: The Brookings Institution, 1976.

Steiner discusses the origin, organization and success of children's policies. His analysis points out some of the reasons children's issues have not successfully resulted in an integrated social policy for children and their families. In his concluding chapter, Steiner makes specific recommendations to initiate reform.

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Takanishi, R. Childhood as a Social Issue: Historical Roots of Contemporary Child Advocacy Movements. Journal of Social Issues, 1978, 34, 8-28.

Takanishi presents a history of child advocacy efforts. Past efforts at child advocacy are described as the roots of current efforts

on behalf of children by demonstrating how consequences of past successes have become the content for current advocacy.

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Takanishi, R. Federal Involvement in Early Education (1933-1973). The Need for Historical Perspectives. In L.G. Katz (Ed.), Current Topics in Early Childhood Education (Volume 1). Norwood, New Jersey: Ablex Publishing Corporation, 1977.

Takanishi reviews the federal government's involvement in early childhood programs. Three general trends are revealed: federal involvement is crisis-oriented; it is temporary and it is focused upon a narrow segment of the population. Her conclusions discuss the implications of these findings for future policymaking on behalf of children.

LEGAL ISSUES. THE LEGAL SYSTEM REPRESENTS A MAJOR CONTEXT AFFECTING CHILDREN'S ISSUES. THESE REFERENCES PRESENT THE HISTORICAL DEVELOPMENT OF THE LAW'S RELATIONSHIP TO CHILDREN AND EXAMINES THE LAW AS A SYSTEM OF RESTRAINTS AND POSSIBILITIES IN SERVING CHILDREN.

Burt, R.A. Children As Victims. In P.A. Vardin, & I.N. Brody (Eds.), Children's Rights, Contemporary Perspectives. New York: Teachers College Press, 1979.

This article compares the distinctions between decisions made on behalf of children by judges and by family members. Burt contends that

although the state's intervention into family life rests upon the legal concept of the child's best interests, it reflects underlying mistrust of parental decisions, ignores the inadequacies of the state as a protector of children and confuses the role of judge and parent.

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Burt, R.A. Forcing Protection on Children and their Parents: The Impact of Wyman & James. Michigan Law Review, 1971, 69, 1259-1310.

In a technical article that frequently relies upon legal precedents to support its argument, Burt documents the government's claims to power and describes these claims as government's increasing capacity to intrude upon individual privacy. Burt then argues that government protection and 'benevolence' is, in reality, justification for forcing services upon participants.

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Freud, A. The Child As a Person in His Own Right, Psychoanalytic Study of the Child (Volume 72). New York: Quadrangle Books, 1973.

This chapter is derived from Freud's participation in the writing of Beyond the Best Interests of the Child (see below). Freud argues against the perception of children as incomplete beings prior to adulthood and contends that legal law is based upon adult reasoning rather than children's developmental needs. She concludes that children need to be represented independently of adults.

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Gelman, S.R. Who Should Administer Social Services? Social Work, 1981, 26, 327-332.

Gelman examines the relationship between agencies that administer social services and the judicial system. The need to understand the dynamics of the judicial process is based upon the role of the courts in seeing that legislative intent is realized and the courts as a social system that support and/or limit the discretionary authority of agencies and practitioners.

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Glazer, N. The Lawyer and the Child. In B. Berger, & S. Callahan (Eds.), Child Care and Mediating Structures. Washington, D.C.: American Enterprise Institute for Public Policy Research, 1979.

Glazer investigates the legal system as a mediating variable between children and their parents and between families and social institutions. His discussion examines effects of the intervention of a legal system that concerns itself with universal claims which are often in conflict with the idiosyncratic needs of individual families and their children.

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Goldstein, J.S. Finding the Least Detrimental Alternative. Psychoanalytic Study (Volume 72). New York: Quadrangle Books, 1973.

This chapter reflects Goldstein's efforts in writing Beyond the Best Interests of the Child (see below). Using a case study approach, Goldstein

compares the actual results of a New York case involving a young child in foster care with what Goldstein contends is a less detrimental alternative because it respects the developmental needs of the young child over the legal rights of the biological parents.

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Goldstein, J., Freud, A., & Solnit, A.J. Before the Best Interests of the Child. New York: The Free Press, 1979.

This book examines the conditions that justify overcoming the presumption in law that parents are free to determine what is best for their own children. The authors emphasize minimal state intervention but simultaneously argue for and attempt to justify when state intrusion into family life is the least detrimental alternative.

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Goldstein, J., Freud, A., & Solnit, A.J. Beyond the Best Interests of the Child. New York: The Free Press, 1973.

Written prior to Before the Best Interests of the Child, these authors now apply psychoanalytic theory to develop guidelines for child placement--for children already caught up in the legal system--to be utilized for evaluating and revising current legal parameters. "...focuses on the development of guidelines to decision-making in law concerned with the selection and manipulation of a child's external environment as a means of improving and nourishing his internal environment" (p7).

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Knitzer, J. Children's Rights in the Family and Society: Dilemmas and Realities. American Journal of Orthopsychiatry, 1982, 52, 481-495.

Knitzer examines legal actions regarding children's rights within the family with regard to social institutions. The author also discusses the issues and dilemmas raised by these legal actions.

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Lowry, M. When the Family Breaks Down: Massive and Misapplied Intervention. In P.A. Vardin, & I.N. Brody (Eds.), Children's Rights, A Contemporary Perspective. New York: Teachers College Press, 1979.

Lowry contends that children's helplessness reflects their lack of independent legal status. Utilizing examples from case studies, the author portrays the child as a potential victim of both clumsy and over-instrusive state agencies and insensitive families.

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Milton, G. Children's Rights: Where are the Children? American Journal of Orthopsychiatry, 1982, 521, 530-538.

The author contends that the needs/interests of parents are not always congruent with those of their children. Milton argues for the need to find out what children's perceptions are of their needs and rights. A review of some of the research in this area is then provided. Although most of the

discussion and research focuses upon older children, children's perceptions and concerns about their rights should also be a concept of importance in early childhood.

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Rodham, H. Children's Policies: Abandonment and Neglect, review of The Children's Cause by Gilbert Steiner. The Yale Law Review, 1977, 86, 1522-1531.

Rodham has written an extensive review of The Children's Cause and uses her review as a forum for identifying issues of concern to the legal profession regarding policies for children and their families.

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Rodham, H. Children Under the Law. In The Rights of Children, Reprint Series #9. Cambridge, Massachusetts: Harvard Educational Review, 1974.

The author examines the changing status of children under the law. After describing children's current legal status as dependent upon adult representatives, family wishes and family status, Rodham argues for the need for independent legal status for children and presents the necessary prerequisites for children's needs and interests to be recognized as rights under the law.

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Rosenheim, M.K. The Child and the Law. In B.M. Caldwell, & H.N. Riccutti (Eds.), Review of Child Development Research (Volume 3). Chicago: The University of Chicago Press, 1973.

This article examines the evolution of the law to create opportunities for children's growth. The author's discussion focuses upon the social and political issues resulting in child-protection laws and the issues/dilemmas resulting from these legal precedents.

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Uviller, R.K. Save Them from Their Saviors: The Constitutional Rights of the Family. In G. Gerber, C.J. Ross, & E. Zigler (Eds.), Child Abuse: An Agenda for Action. New York: Oxford University Press, 1980.

The author argues for the rights of families to determine what is best for their children. In the context of the issue of child abuse, Uviller expresses concern that the distortion of the issue will encourage inappropriate state intervention. The rights of parents are documented via a summary of legal precedents. She urges greater interest and concern for the welfare of families and not just children to help maintain "family integrity and parental autonomy" (p.154).

POLICY ISSUES. THE REFERENCES IN THIS SECTION EXAMINE THE DEVELOPMENT AND IMPLEMENTATION OF SOCIAL POLICIES FOR CHILDREN AND THEIR FAMILIES. THESE DISCUSSIONS DOCUMENT THE COMPLEXITY OF SOCIAL POLICY AND HIGHLIGHT THE ECONOMIC,

POLITICAL AND SOCIAL CONTEXTS THAT MUST BE RECOGNIZED IN THE DEVELOPMENT OF A NATIONAL POLICY FOR CHILDREN AND THEIR FAMILIES.

Bronfenbrenner, U. Is Early Intervention Effective? Vol. II, DHEW Pub. # (OHD) 76-30025, 1974.

Bronfenbrenner's review of early intervention programs facilitated the inclusion of parent involvement in early education programs. His findings indicated that early education programs which included a parent involvement component resulted in increased gains on intelligence tests and longer longevity of these results. His conclusions specifically relate the implications of his findings to the development of social policy.

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Children's Defense Fund. Second National Legislative Agenda for Children, 96th Congress. Washington, D.C.: Children's Defense Fund, 1979.

In this pamphlet available from the Children's Defense Fund (CDF), this leading public advocate for children outlines its primary objectives for the 96th Congress.

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Dodge, M.K. Swedish Programs for Children: A Comprehensive Approach to Family Needs. Child Care Quarterly, 1979, 8, 254-264.

The author describes the Swedish approach to child care. Discussion focuses on the distinction between Sweden's assumption of joint responsi-

bility with families for the care of young children with the individualistic approach of the United States.

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Dumon, W., & Aldous, J. European and United States Political Contexts for Family Policy Research. Journal of Marriage and the Family, 1979, 41, 497-505.

This article describes the differences in family policies in Western Europe and the United States. It discusses family policy as it currently exists in the United States and presents the political contexts which have influenced and continue to influence policy-development.

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Forgione, P., Jr., Early Childhood Policy-Making Inputs, Processes and Legislative Outputs. Education and Urban Society, 1980, 12, 227-239.

This article examines the creation of kindergardens as part of the public school system in five states. Specific tactics that appeared to be successful and those actions that appeared to hinder passage are analyzed.

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Haskins, R., & Gallagher, J. Care and Education of Young Children in America: Policy, Politics and Social Science.

This book of readings examines the development of social policy within its political context. This book contains 9 chapters, each of which is followed by critical responses. The articles, in conjunction with these

responses, add to one's understanding of the complexity involved in creating social policy for children and their families.

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Hobbs, N. Families, Schools and Communities: An Ecosystem for Children. Teachers College Press, 1978, 79, 756-766.

This article describes the author's involvement in a comprehensive program providing care to children and their families. Based upon his success, the author recommends that the public school system assume responsibility as coordinator of health, social and educational services to children. The central role of the family in making the system work is emphasized. Hobbs concludes that such an approach could create a system of support among family, school and community.

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Kammerman, S.B., & Kahn, A.J. (Eds.), Family Policy: Government and Families in 14 Countries. New York: Columbia University Press, 1978.

The chapters comprising this book are written by residents of each of the 14 countries. To the extent possible, the authors have examined and discussed the same variables in their exploration of family policy in their native countries. The United States is one of the 14 countries examined.

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Keniston, K. and the Carnegie Council on Children. All Our Children, The American Family Under Pressure. New York: Harcourt, Brace and Jovanovich, 1977.

Keniston contends that the concept of the family as self-sufficient is a myth. He examines impacts on the family including governments, technology and current social assumptions. A support system for families enhancing their abilities to rear their children is recommended.

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Larson, M.A. Federal Policy for Preschool Service--Assumptions and Evidence. Educational Policy Research Center, Stanford Research Institute, May, 1975. (ERIC Document Reproduction Service No. Ed 116 822).

The focus of this report is on child care services and the assumptions underlying federal involvement. Larson examines the validity of these assumptions and recommends changes that take into account a variety of family preferences for child care.

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Leik, R.K., & Hill, R. What Price National Policy for Families? Journal of Marriage and the Family, 1979, 41, 457-459.

Leik and Hill advocate an explicit family policy and examine possibilities for developing a national policy in terms of two distinctions: whether the policy is focused on conditions affecting families or conditions of families. The implications of this distinction are discussed.

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Mallory, B.L. Selected Empirical Research and Policy Analysis on Child Care and Parent Education: Principles for Public Policy, Washington, D.C.: Administration for Children, Youth and Families, 1978. (ERIC Document Reproduction Service No. 161 559).

A group of experts convened by the Administration for Children, Youth and Families to clarify their emerging roles developed instead four critical research and policy questions. Discussion focuses upon the need to develop responsive programs enabling families to select services consistent with their perceived needs.

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Mitchell, D.E. Social Science Impact on Legislative Decision-Making: Process and Substance. Educational Researcher, 1980, 9, 9-12, 17-19.

Based upon his research, Mitchell describes the impact of social science research on legislative action. He contends that social science research is used by policymakers to orient themselves to problems and must be recognized as only one of the variables that policymakers must take into account.

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National Academy of Sciences. Toward a National Policy for Children and Families. Washington, D.C.: National Academy of Sciences, 1976.

This book is the result of the efforts of the Advisory Committee on Child Development established in 1971 at the request of the Office of Child Development. This book examines the changes that have occurred in the American family and its current needs. The Academy concluded that existing government programs are not adequately meeting the needs of America's children and their families. Reasons for the inadequacy of government efforts to meet children's needs and specific recommendations for an integrated social policy are discussed.

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Rescorla, L.A., & Zigler, E. The Yale Child Welfare Research Program: Implications for Social Policy. Educational Evaluation and Policy Analysis, 1981, 3, 5-14.

These authors describe the Yale Child Welfare Research Program, a comprehensive intervention project carried out by the Yale Child Study Center from 1967-1972. Implications for social policy regarding early intervention programs are presented based upon program results. Their findings support the need for a variety of services that permit and respect individual choice and recognize the perceptions of program recipients as a factor in program effectiveness.

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Shyne, A.W. Who Are the Children? A National Overview of Services. Social Work Research and Abstracts, 1980, 16, 26-33.

This article reports on a nationwide survey of public, social services provided to children during 1977. The findings describe characteristics of children served and types of services received. Recommendations for child welfare policy, program planning and social work practices are provided in light of the survey findings.

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Takanishi, R. Public Policy for Children and Families: Who Shall Decide? 1977. (ERIC Document Reproduction Service No. ED 148 494).

Takanishi reviews the number of parties and issues involved in formulating public policy for children and families. She argues the critical need for social scientists to understand the process of policy development.

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Zigler, E., & Finn, M. From Problem To Solution: Changing Public Policy as It Affects Children and Families. Young Children, 1981, 36, 31-32, 55-59.

These authors present prerequisites necessary for the formulation of social policy. Specific recommendations are presented to promote public awareness of the needs of children and their families and the ways this public awareness can impact policy making.

POLITICAL ADVOCACY. IT IS NOW RECOGNIZED THAT MEETING CHILDREN'S NEEDS IS A POLITICAL ISSUE. BECAUSE OF THE CURRENT ECONOMIC SITUATION AND CHANGING

FEDERAL PRIORITIES, IT IS BECOMING NECESSARY FOR ADVOCATES TO DEVELOP EFFECTIVE STRATEGIES FOR PRESENTING THEIR ISSUES TO FEDERAL AND STATE LEGISLATURES. THESE REFERENCES INVESTIGATE VARIOUS FACETS OF POLITICAL ADVOCACY FOR CHILDREN AND THEIR FAMILIES.

Allen, S.V. Making State Policy for Children: Who Does It? Childhood Education, 1974, 50, 325-326.

This essay provides a description of the organization and goals of the Education Commission of the States (ECS) which is a national organization of state decision-makers in Denver, Colorado.

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Citizen Action for Children. Journal of Current Social Issues, 1975, 12, 48-54.

This article reviews the activities of a variety of local citizen groups that have organized to meet children's unmet needs in their communities. Recommendations derived from these representative groups are then presented.

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Dear, R.B., & Patti, R.I. Legislative Advocacy: Seven Effective Tactics. Social Work, 1981, 26, 289-296.

Dear and Patti present and discuss seven empirically-based tactics for influencing legislative outcomes.

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Edelman, M.W. Children Instead of Ships. New York Times, May 14, 1979, 19:1.

This newspaper article provides statistics that argue children's needs as equal to those of defense. Edelman's argument is presented in an effort to encourage passage of bills to prevent unnecessary removal of children from their homes, to discourage long term placement of children in foster care and to support CHAP which would have provided basic health care to children in need.

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Edelman, M.W. Expanding Roots. Childhood Education, 1978, 55, 14-21.

In this article, Edelman contends that advocacy for children is a political issue. Her focus is upon those actions that can expand the national consciousness about the needs of children and their families.

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Ginsberg, L.H. Changing Public Attitudes About Public Welfare Clients and Services Through Research. Policy Study Journal, 1982, 10(3), 581-591.

Ginsberg is Commissioner of the Department of Welfare for the state of West Virginia. This article describes his use of in-house research and the state-wide publication of findings as a means of changing public attitudes toward public welfare.

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Halpern, R. Assuring Quality Early Childhood Services: The Challenge Ahead. A Report of the Conference "State Commitments to Young Children" August, 1981. Available upon request from the Study of Public Policies for Young Children, High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan, 48197.

This conference report reviews key social trends and the implications of these changes for the development of political strategies and the emerging state role in determining policy for children and their families.

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Haskins, R. Introduction: A Model for Analyzing Social Policies. In R. Haskins, & J. Gallagher (Eds.), Care and Education of Young Children in America: Policy, Politics and Social Science. Norwood, New Jersey: Ablex Publishing Corporation, 1980.

Haskins describes public policy analysis as the use of evidence and reason to select the best policy among alternatives. This article presents a set of criteria to be used as a basis for decision making. Discussions of the criteria rely upon issues surrounding child care as examples.

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Hobbs, N. Knowledge Transfer and the Policy Process. In G. Gerbner, C.J. Ross, & E. Zigler (Eds.), Child Abuse, An Agenda for Action. New York: Oxford University Press, 1980.

If knowledge is to be utilized in the service of children it must be communicated to policy-makers at appropriate times and in understandable and usable form. This essay explores how knowledge can be transferred in the process of formulating and executing policy.

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Kilmer, S. Early Childhood Specialists as Policy-Makers. Education and Urban Society, 1980, 12, 241-251.

The author chaired a short-term committee created to develop recommendations for a county-wide, not-for-profit day care agency. Kilmer uses the decision-making tasks of this committee as an example of early childhood policy-making. Her emphasis is upon the interpersonal negotiations that are the essence of the political nature of decision-making.

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Keniston, K. Meeting Children's Needs. Current, 1978, 200, 3-8.

Keniston argues that children and politics are intimately linked. People who care about children have not known how to effectively participate in politics. He examines changes in the family and concludes that until family policy places greater emphasis on changing social and economic factors that contribute to family problems, social programs will not be directed toward preventing these stresses.

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Kleinkauf, C. A Guide to Giving Legislative Testimony. Social Work, 1981, 26, 297-305.

This article supplies professionals with practical guidelines for researching and testifying on bills before state legislatures.

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Knitzer, J.E. Child Advocacy: A Perspective. American Journal of Orthopsychiatry, 1976, 46, 200-216.

This comprehensive article details the functions of child advocacy, the assumptions underlying advocacy, and five basic characteristics which provide for diversity in advocacy efforts.

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Lindsey, Q.W. Comments on Lazar's Paper. In R. Haskins, & J. Gallagher (Eds.), Care and Education of Young Children in America: Policy, Politics, and Social Science. Norwood, New Jersey: Ablex Publishing Corporation, 1980.

Lazar's paper presents the relationship between the findings of the Consortium of Longitudinal Studies and social policy regarding Head Start programs. Lindsey's rebuttal argues that the process of policy formation exposes policymakers to economic, political, cultural, social, religious and geographic variables. Consequently, social science research is only one of the variables that policymakers must take into account during the formulation and passage of policy.

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Lynn, J. Filed and Forgotten: Why the Press Has Taken Up New Issues. Washington Journalism Review, 1980, 2, 32-37.

Lynn reviews why newspapers no longer consider social issues newsworthy and argues the need to bring these issues back onto the front page to increase citizen awareness.

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Michael, S. Social Work Advocacy and the Implementation of Legal Mandates. Social Casework, 1979, 60, 265-273.

This article focuses on what happens to programs after federal legislation and court mandates. Strategies during this post-legislative phase are presented which emphasize how barriers to effective implementation can be overcome.

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Smith, V.W. How Interest Groups Influence Legislators. Social Work, 1979, 24, 234-240.

Effectiveness in influencing legislators is presented in the context of legislative relationships with interest groups. Generalizations based on the political science literature are presented for a better understanding of this relationship.

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Wingfield, L.G.A. Developing State Policy and Long Range Planning for Children: How To Get Involved. Childhood Education, 1979, 55, 205-207.

Wingfield offers specific recommendations for how advocacy groups may attempt to impact legislators and state legislations.

THE ROLE OF GOVERNMENT. THE CITATIONS LISTED BELOW DISCUSS THE GROWING RECOGNITION OF THE IMPACT OF GOVERNMENT POLICY UPON FAMILY LIFE. THESE ARTICLES ALSO DISCUSS THE FIELD OF FAMILY-IMPACT ANALYSIS.

Belcher, M.C. Families and Public Policy. In E. Corfmar (Ed.), Families Today: A Research Sampler on Families and Children (Volume 2). (National Institute Mental Health Science Monographs 1. DHEW Publication No. (ADM) 79-815). Washington, D.C.: U.S. Government Printing Office, 1979.

Beliefs about the family and relationships between families and their environments are discussed. The impact of various institutions, especially governments, are presented. An overview of private-sector institutes and NIMH endeavors in the area of the family are presented in tabular form.

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Hubell, R. What is Government Doing to American Families? National Forum, 1976, 56, 9-12.

Hubell presents various influences on the family by government policies and regulations. She then describes family impact studies being conducted by the Family Impact Seminar at George Washington University.

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Johnson, A.S., & Ooms, T. The Pressures of Government on Families. Dimensions, 1980, 9, 83-88.

The authors discuss the influences on the family by government policies and regulations. Recommendations of the Family Impact Seminar at George Washington University are also presented.

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Johnson, A.S. III. Public Policies and Families. In D. Reiss, & H. Hoffman (Eds.), The American Family: Dying or Developing, New York: Plenum Press, 1979.

Johnson discusses the origin of family impact studies and the commitment of the Carter Administration to families and family impact studies.

ROLE OF THE FAMILY. THESE REFERENCES DEVELOP THE EMERGING THEME OF THE FAMILY AS A MEDIATING VARIABLE IN THE SELECTION AND DELIVERY OF SERVICES FOR THEIR CHILDREN. SUCH DISCUSSION REFLECTS AN ECOLOGICAL PERSPECTIVE AND ALSO TOUCHES UPON THE ISSUE OF PARENT EDUCATION AS A WAY OF HELPING PARENTS BECOME MORE AWARE OF THE NEEDS OF THEIR CHILDREN. AN UNDERSTANDING OF CURRENT SOCIAL POLICY AND EMERGING TRENDS NECESSITATES AN UNDERSTANDING OF SOCIETY'S PERCEPTIONS OF PARENTS AND THE VARYING ATTEMPTS TO USE PARENTS AND CHILDREN AS VEHICLES FOR SOCIAL REFORM.

Berger, B. The Family and Mediating Structures as Agents for Child Care. In B. Berger, & S. Callahan (Eds.), Child Care and Mediating Structures. Washington, D.C.: The American Enterprise Institute for Public Policy Research, 1979.

Berger discusses the role of the family and community as intervening structures between children and child care services. She presents a brief history of the changing concept of the family and argues for a national family policy that reaffirms the family's role in child-rearing.

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Bronfenbrenner, U. Nobody Home: The Erosion of the American Family. Psychology Today, 1977, 10, 42-47.

In dialogue format, Bronfenbrenner's recurring theme of the social forces impacting American families is presented. He argues the need for communities and businesses to become more supportive of families and their childrearing responsibilities.

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Cataldo, C.Z. The Parent as Learner: Early Childhood Parent Programs. Educational Psychologist, 1980, 15, 72-186.

Cataldo reviews the historical development of early childhood parent programs and the hypothesized relationships between parent programs and child behaviors. Emerging themes are also discussed.

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Clarke-Stewart, A. Child Care in the Family: A Review of Research and Some Propositions for Policy. New York: Academic Press, 1977.

Clarke-Stewart reviews the research examining family influences on child development. Her conclusions support families as mediators in providing services for their children, argue the importance of considering social contexts and examines the impact of research upon social policy.

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Clarke-Stewart, K.A. Parent Education in the 1970's. Educational Evaluation and Policy-Analysis, 1981, 3, 47-58.

Clarke-Stewart, K.A. with N. Apfel. Evaluating Parents' Effects on Child Development. In L.S. Shulman (Ed.), Review of Research in Education (Volume 6). Itasca, Illinois: F.E. Peacock Publishers, Inc., 1976.

These two articles discuss the assumptions and realities regarding parenting programs and their effectiveness. Based upon what is currently known about parenting programs, the author(s) emphasize the need to remain cautious about the possibilities of achieving successful interventions via parent-training. The first article focuses more on the assumptions underlying parent education programs, research and the implications of these findings. The second article provides a comprehensive review of the parent education literature.

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Etzioni, A. The Family: Is It Obsolete? Journal of Current Social Issues, 1977, 14, 4-9.

Etzioni examines social forces impacting upon families, addresses the role of social policies in supporting families, and argues the need for "family impact" studies.

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Fantini, M.D., & Cardenas, R. Foreword. In M.D. Fantini, & R. Cardenas (Eds.), Parenting in a Multicultural Society. New York: Longman Publishers, 1980.

In their foreword to a collection of readings, Fantani and Cardenas discuss the variety of existing family structures and the need to respect this pluralism in the development of family policy.

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Fantini, M.D., & Russo, J. Parenting in a Pluralistic Society: Toward a Policy of Options and Choices. In M.D. Fantani, & R. Cardenas (Eds.), Parenting in a Multicultural Society. New York: Longman Publishers, 1980.

These authors discuss social policy for children as society's responsibility entailing the provision of a comprehensive support system for families. This support system should enable families to make choices consistent with their goals and values.

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Featherstone, J. Family Matters. Harvard Educational Review, 1979, 49: 20-52.

Featherstone discusses why the family is now at the center of many political and social policy debates. His review suggests current interest in the family is the result of our romanticization of the family and a series of events that occurred during the 1960's. He warns of the danger of using the family as a solution to problems that are in reality collective problems.

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Gordon, I.J. Significant Sociocultural Factors in Effective Parenting. In M.D. Fantini, & R. Cardenas (Eds.), Parenting in a Multicultural Society. New York: Longman Publishers, 1980.

Gordon argues the need for systems of social support enabling families to fulfill their parenting responsibilities; his conclusions develop from a discussion of current variables impacting upon family life which make it more difficult for families to fulfill their child-rearing responsibilities.

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Kagan, J. The Child in the Family. Daedalus, 1977, 106, 33-56.

Current discussions on children's needs are focusing on the family as the primary unit for delivery services to children. Kagan argues that the

functions of the family depend upon whether those functions are being delineated by the state, husband, wife or child. Kagan examines each of the perspectives in light of current social changes impacting upon the family.

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Lamb, M.E. What Can 'Research Experts' Tell Parents About Effective Socialization? In M. Fantini, & R. Cardenas (Eds.), Parenting in a Multicultural Society. New York: Longman Publishers, 1980.

Lamb reviews the research on effective parenting and discusses why its findings must be utilized cautiously in family policy.

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Schlossman, S.L. Before Home Start: Notes Toward a History of Parent Education in America, 1897-1929. Harvard Educational Review, 1978, 46, 436-467.

Through a history of parent education, Schlossman demonstrates that parent education is not an invention of the 1960's and has served a variety of purposes since its inception. Schlossman concludes that parent education should not be a replacement for social reform.

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Skolnick, A. The Family Revised: Themes in Recent Social Service Research. Journal of Interdisciplinary History, 1975, 4, 703-719.

Skolnick provides overviews of issues surrounding family research. The composite resulting from these descriptions highlights the emerging recognition of the complex dynamics of family life.

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Skolnick, A. Public Images, Private Realities: The American Family in Popular Culture. In E. Douvan, H. Weingarten, & J.E. Scheiber (Eds.), American Families. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1980.

Skolnick describes popular images of the American family in the past and present. She then examines the impact these images may have had on families and their experiences.

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Sussman, M.B. Actions and Services for the New Family. In D. Reiss, & H. Hoffman (Eds.), The American Family: Dying or Developing. New York: Plenum Press, 1979.

This article discusses the variety of different family forms and the need for social policies to be responsive to differences in the ways various family forms meet the needs of their children.